

**THE EFFECT OF TRANSFORMATIONAL LEADERSHIP ON
ORGANIZATIONAL COMMITMENT**

**(THE CASE OF EASTERN GOJJAM ADMINISTRATIVE
ZONE TVET COLLEGE)**

By

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Certificate

This is to certify that this research study The effect of transformational leadership on organizational commitment (the case of eastern gojjam zone T.V.E.T. colleges) under taken by Taddele Birhanu for the partial fulfillment of Master of business administration /MBA/ at university of gonder, is an original work and not submitted earlier for any degree either at this university or any other university.

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ACRONYMS AND ABBREVIATIONS

| | |
|-------|---|
| TVETC | Technical and vocational education and training college |
| IM | Intellectual stimulation |
| IC | Individual consideration |
| II | Idealized influence |
| IM | Inspirational motivation |
| OC | Organizational commitment |

Table of Contents

| | |
|--|------|
| CERTIFICATE | I |
| DECLARATION | II |
| APPROVAL | III |
| ACKNOWLEDGMENT | IV |
| ACRONYMS AND ABBREVIATIONS | V |
| ABSTRACT | VIII |
| CHAPTER 1 | 1 |
| INTRODUCTION | 1 |
| 1.1 BACKGROUND OF THE STUDY | 1 |
| 1.2 STATEMENT OF THE PROBLEM | 3 |
| 1.3 OBJECTIVE OF THE STUDY | 4 |
| 1.3.1 GENERAL OBJECTIVE | 4 |
| 1.3.2 SPECIFIC OBJECTIVE | 4 |
| 1.4 HYPOTHESIS | 4 |
| 1.5 SCOPE OF THE STUDY | 5 |
| 1.6 SIGNIFICANCE OF THE STUDY | 5 |
| 1.7 LIMITATION OF THE STUDY | 6 |
| 1.8 ORGANIZATION OF THE RESEARCH | 6 |
| CHAPTER 2 | 7 |
| LITERATURE REVIEW | 7 |
| 2.1 INTRODUCTION | 7 |
| 2.1.1 POINTS ABOUT LEADERSHIP STYLE | 8 |
| 2.2 THE CONCEPT OF TRANSFORMATIONAL LEADERSHIP | 11 |
| 2.3 DIMENSION OF TRANSFORMATIONAL LEADERSHIP | 12 |
| 2.3.1 IDEALIZED INFLUENCE | 12 |
| 2.3.2 INSPIRATIONAL MOTIVATION | 13 |
| 2.3.3 INTELLECTUAL STIMULATION | 13 |
| 2.4 PREPARING THE ORGANIZATION FOR TRANSFORMATIONAL LEADERSHIP | 14 |
| 2.5 ORGANIZATIONAL COMMITMENT | 15 |
| 2.6 CONCEPTUAL FRAME WORK | 20 |
| CHAPTER 3 | 21 |

| | |
|---|-------------------------------------|
| RESEARCH METHDOLOGY..... | 21 |
| 3.1 RESEARCH DESIGN | 21 |
| 3.3 DATA SOURCE..... | 23 |
| 3.4 RESEARCH INSTRUMENT | 24 |
| 3.5 DATA ANALYSIS..... | 24 |
| 3.6 RELIABILITY TEST | 25 |
| CHAPTER 4 | 27 |
| DATA ANALYSIS AND PRESENTATION | 27 |
| 4.1 INTRODUCTION | 27 |
| 4.2 DESCRIPTIVE ANALYSIS..... | 28 |
| 4.2.1 RESPONSE..... | 28 |
| 4.2.2 THE DEMOGRAPHIC BACKGROUND OF THE RESPONDENTS | 30 |
| 4.2.3 H1 THE PRACTICE OF TRANSFORMATIONAL LEADERSHIP IN THE COLLEGES ARE LOW..... | 31 |
| 4.2.3.1 INSPIRATIONAL MOTIVATION (IM) OF THE LEADER..... | 31 |
| 4.2.3.2 INTELLECTUAL STIMULATION (IS) OF THE LEADER..... | 33 |
| 4.2.3.3 INDIVIDUAL CONSIDERATION OF THE LEADER (IC) | 33 |
| 4.2.3.4 IDEALIZED INFLUENCE OF THE LEADER (II) | 34 |
| 4.2.4 THE PRACTICE OF ORGANIZATIONAL COMMITMENT IN THE COLLEGES ARE LOW | 37 |
| 4.3. ANALYSIS OF CORRELATION AND MULTIPLE REGRESSION..... | 41 |
| 4.3.1. CORRELATION ANALYSIS..... | 41 |
| 4.3.2 REGRESSION ANALYSIS..... | 446 |
| 4.3.2.1 CHECKING THE ASUMPTIONS..... | 46 |
| 4.3.2.2 THE EFFECT OF TRANSFORMATIONAL LEADERSHIP ON ORGANIZATIONAL COM | 47 |
| 4.3.2.3 EVALUATING THE MODEL..... | 47 |
| 4.3.2.4 EVALUATION OF THE INDEPENDENT VARIABLES..... | 48 |
| CHAPTER 5: | Error! Bookmark not defined. |
| CONCLUSION AND RECOMMENDATION | 49 |
| 5.1 CONCLUSIONS..... | 51 |
| 5.2 RECOMMENDATION..... | 53 |
| References | 54 |

List of Tables

| | |
|---|----|
| Table 3.1 population sample from each group | 25 |
| Table 3.2 Reliability analysis | 27 |
| Table 4.1: Response Rate of the Study | 29 |
| Table 4.2: Demographic characteristics of the respondents..... | 30 |
| Table 4.3 Percentage, mean and standard deviation of inspirational motivation..... | 31 |
| Table 4.4 Percentage, mean and standard deviation of intellectual stimulation..... | 32 |
| Table 4.5 Percentage, Mean & standard deviation of individual consideration | 33 |
| Table 4.6: percentage, mean and standard deviation of idealized influence..... | 35 |
| Table 4.7 percentage, mean and standard deviation of organizational commitment..... | 37 |
| Table 4.8: Interpretation of strength of correlation coefficient | 42 |
| Table 4.9 Pearson correlation | 41 |
| Table 4.10: Multicollinearity between Independent Variables | 48 |
| Table 4.11 Model summary | 49 |
| Table 4.12: Beta coefficient of the independent variables | 50 |

Abstract

The aim the study is to assess the effect of transformational leadership on organizational commitment (the case of Eastern Gojjam zone T.V.E.T colleges). The required data was obtained through structured questionnaire developed by the researcher. Debre Markos polytechnic college, Amanuel T.V.E.T college and Bichena T.V.E.T college employees were selected using random sampling design by applying reliability analysis and validity test .Thus 161 returned questionnaire out of 180 sample population (with a response rate of 89%)are analyzed using statistical package for social science (SPSS Version 16). In the analysis descriptive statistics, correlation analysis and regression analysis were done. Descriptive finding of the study assessed the effect of transformational leadership on organizational commitment. In this analysis the response for each specific statements are compared using the mean and standard deviation scores. The respondent for each statement are analyzed by summarizing the five points likert scale response. The correlation and regression analysis under correlation analysis showed the strength of association between the dependent and independent variable using by pearson correlation. The regression analysis has shown the extent of impacts of transformational leadership dimension on organizational commitment. In conclusion the researcher approved gap between the leaders existing practice in three colleges and the required skill. Recommendation leader should on assigned based on their performance/merit and provide management training from time to time and they should evaluated as the subordinate by their immediate supervisor and they should evaluated by their subordinate in order to improve their efficiency.

Key words Transformational leadership, organizational commitment

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Chapter one

Introduction

1.1 Background of the study

At present, the responsibility of supplying middle level trained human resource demanded by the labor market mainly rests on the shoulder of government and private Technical and Vocational Education and Training (TVET) colleges.

At present, the role of the TVET sub-system played in the overall growth and transformation of the country is becoming clear for all stakeholders. Following the establishment of TVET agency, varieties of tasks have been accomplished like upgrading the skills and knowledge of the TVET trainers, employees, lower level, and higher level managers (MOE, 2008;16) .

To run organizations smoothly, effectively and efficiently, the most valuable and indispensable factor organizations need is human resource (Mosadragh, 2003). Well-qualified and capable personnel are important in context of achieving goals and objectives of an organization. The success of an organization depends on the hard working, loyal and involved managers and employees. In this modern era where world has become a global village, firms are considered to be competitive on the basis of competence of their human resources. It is somewhat a difficult task to handle people who are physically, psychologically, culturally and ethnically different from each other. Management of employees is largely dependent on the quality of leadership organizations have (Albion & Gagliardi, 2007). Leadership is a bond which makes people to work together. Organizations at present are more concerned about understanding, development and improvement of their leadership. Transformational leadership is a modern approach towards leadership. Hall, (2008) defined transformational leadership as a system of changing and transforming people. If leaders want to produce a positive influence on individuals, groups and

organizations, then leadership should be broadened from old rigid autocratic style to friendly and contemporary style (Dess 1998). Modern leaders perfectly adopt an attitude that support employees, provide them a vision, cultivate hope, encourage them to think innovatively, individualized consideration and broaden the communication. All these factors are the main features of transformational leadership style leading to boost up organizational strengths and increasing level of job satisfaction and organizational commitment in workforce. Job satisfaction is the degree to which a person is pleased or satisfied with his/her job or work. Success of organizations highly depends on its workforce. More satisfied and happy employees would be more productive and profitable for the organization (Saari & Judge, 2004). Job satisfaction helps to create positive attitudes in employees, boosts up their morals, improves their performance and creates pleasant relationship with their co-workers. Employees who are satisfied with their jobs tend to be more creative and innovative that help businesses to grow, flourish and bring positive changes according to market situations and thus making organizations able to compete at international level. Leadership plays an important role in determining employees' commitment. Researchers have found that employees who are pleased with their supervisors/leaders and feel that they are being treated with respect and are valued by their management feel more attachment with their organizations (Stup, 2006). Muthuveloo and Rose (2005) defined organizational commitment as worker's level of involvement with his job and organization. Organizational commitment can be attributed as employees' loyalty and faithfulness towards organization and his intensions to be the part of that organization. Organizational commitment has significant importance because committed workers have less intension to quit the job, less often absent and highly motivated to perform at advanced level (www.ijbssnet.com).

Service industry plays significant role in developing the economic life of a country. According to Chang (2000) service industry is the lifeblood of the economy and important for the success and progress of other related sectors. Thus, improve the image of the country. So, one of the service industry of Ethiopia is T.V.E.T colleges. These are the most important technically trained human resources of a country. Now this sector plays vital role in the countries over all development such as Agriculture, Manufacturing and service industry in general.

1.2 Statement of the problem

Transformational leadership is defined as a leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the followers with the end goal of developing followers into leaders. Enacted in its authentic form, transformational leadership enhances the motivation, morale and performance of followers through a variety of mechanisms. These include connecting the follower's sense of identity and self to the mission and the collective identity of the organization; being a role model for followers that inspires them; challenging followers to take greater ownership for their work, and understanding the strengths and weaknesses of followers, so the leader can align followers with tasks that optimize their performance (Bass, 1985). But, In the actual implementation of those colleges the leaders decision and over all activity facilitate the flow of trainers rather motivation in different way. On the other hand they did not encourage subordinate to participate planning and implementation in general. The leaders did not solving problems in the organization for a long period of time. Such as supplying the required material when necessary, keeping trainers benefit by any means, periodic or perpetual inventory by skill full individuals and others. The problems listed in the above brought less organizational commitment. The college's leaders tried to improve their

performance, but they couldn't because they ignore the above stated basic criteria to brought high organizational performance as the researcher observed.

After the completion of this study the stated college's leaders expected to create commonness regarding organizational mission, vision and objective by bringing positive change that unifying followers with leaders these includes building moral, motivation and performance of employees. And the leaders understand weakness and strength of employees/trainers. After identifying their performance should filled gaps and rewarding those who perform their task efficiently. These may increase organizational commitment and improve organizational overall performance.

1.3 Objective of the study

1.3.1 General objective

The aim of the study is to examine the effect of transformational leadership on organizational commitment.

1.3.2 Specific objective

The specific objectives of the study are:

1. To investigate the present situation regarding the transformational leadership in the Colleges;
2. To investigate the present situation regarding organizational commitment in the Colleges;
3. To find out the relationships between transformational leadership dimensions and organizational commitment ; and
4. To provide recommendations on the identified problem areas.

1.4 Hypotheses

In the proposed study, the following hypotheses are tested.

H1: The practices of transformational leadership in the colleges are low.

H2: The organizational commitment in the TVET Colleges in Eastern Gojjam Administrative Zone can be regarded as low.

H3: Inspiration motivation has strongly and positively associated with organizational commitment.

H4: Intellectual stimulation has strongly and positively associated with organizational commitment.

H5: Individual consideration has strongly and positively associated with organizational commitment.

H6: Idealized influence has strongly and negatively associated with organizational commitment.

1.5 Scope of the study

For this study three government TVET colleges Debre Markos polytechnic college, Amanuel T.V.E.T college and Bichena T.V.E.T college were selected to distribute questionnaires to the respondents in order to achieve the objective of this study. The participants were trainers, supportive staff and management bodies. Conceptually the research focuses to assess the relationship between transformational leadership and organizational commitment in the TVET colleges.

1.6 Significance of the study

Organizational commitment related to the overall survival of colleges should be more than enough. The study may have also significance for the government by providing useful information while adopting policies on how to treat employees in the government TVET colleges. Government TVET colleges were contributing a lot by giving short term and long term trainings. Though they play multi dimensional role, government TVET colleges were suffering

from lack of organizational commitment in many cases. So the study assesses the cause of less organizational commitment relating with transformational leadership in the colleges. In addition the study also gave information for conducting further study on the area.

1.7 Limitation of the study

The studies focus the effect of transformational leadership on organizational commitment as the case of eastern gojjam TVET colleges. This study covered only government TVET colleges which were found in the Amahra National Regional state, East gojjam zone but, it has been its own short coming to represent all the remaining colleges and the reliability of the data due to lack of commitment during the time of responding the questionnaire and the like, and Generalizability of the finding was more general so it was not explain as clear as possible

1.8 Organization of the Research

This research organized under five chapters. In chapter one, deals with the introduction that includes, back ground of the study, statement of the problem, objectives of the study, significance, limitation, hypothesis and scope of the study. The second chapter deals with review of related literature in this section we have seen definitions of concepts and some important points in transformational leadership and organizational commitment. The third chapter deals with research methodology study design, source of data, population and sampling plan. The fourth chapters contain Research instruments, data analysis organization of the research, and the last chapter, but not the least gave summary, conclusion and possible recommendation.

Chapter two

Literature review

2.1 Introduction

Success in any organization depends on people and so great leaders believe, and behave in accordance with that belief, that real, long term success was best delivered through embracing the skills & energies of people. Leadership was also about vision. Leaders need a clear vision of the future goal, but they would not be able to achieve that vision unless they take the people that they lead along with them. A leader without followers is plainly no leader at all and neither was a leader who has unwilling followers. So leadership involves winning people's hearts and minds, persuading them to share and embrace that vision and then motivating them to give of their best to help achieve it. Leaders must therefore understand what motivates people, recognizing that people are different and that those differences should be embraced. (www. aptuspd. Co.uk)

The word leadership comes from the verb 'to lead' the dictionary definition of which includes 'guide or show the way' and guide by persuasion or example. So leadership must be about showing the way, not only creating the vision but also showing by example what people should do and how they should behave. True leadership is not therefore about telling people what to do, giving orders and expecting them to be carried out without explanation or guidance. People are generally too bright and skilled for that to be an appropriate way to lead and so the need to be free to realize their full potential. Leaders must therefore set high standards in everything that they do for others to follow. Leaders should be careful never to forget how much they depend on people. They should never believe too much in their own ability, never believe that they always know best and never rely purely on their status as a leader to tell others what to do. leaders

should never see themselves as better than the people that they are trying to lead and should not put themselves, or allow others to put them, on a pedestal that creates a barrier between themselves and those people that they depend on. Achieving success for an organization, while at the same time developing and nurturing people and taking real delight from their success, means that leadership can, and should, be a positive, exciting, energizing and fulfilling role. For those leaders who find leadership a lonely, isolated role, it is most likely because they have not understood and embraced the people aspect of leadership. So leadership is about human interaction and relationship not about theoretical models, and a team's, or an organization's success depends to a great extent on the leader setting the tone and establishing a positive culture by his/her own behavior (Thatcher, 2012)

2.1.1 Points about Leadership styles

2.1.1.1 Transactional leadership

The transactional leadership represents those exchanges in which both the superior and the subordinate influence one another reciprocally so that each drives something of value (yukl,1981). Simply stated transactional leaders give followers something they want in exchange for something the leaders want. Transactional leaders engage their followers in a relationship of mutual dependence in which the contributions of both sides are acknowledged and rewarded (kellerman, 1984). In these situations, leaders are influential because doing what the leaders want is in the best interest of the followers. Effective transactional leaders must regularly fulfill the expectations of their followers. Thus, effective transactional leadership is contingent on the leaders' abilities to meet and respond to the reactions and changing expectations of their followers (kellerman, 1984).

Although transactional leadership can be described as the exchange of valued outcomes closer examination of the literature suggests that all exchange's are not equivalent (e.g. Dienesch & Liden, 1986). Indeed, it appears that two "levels" of transaction can be distinguished. Graen, Liden, 1986 and Hoel, 1982), for example studied the impact that both high quality and low quality exchange relationship had on the turnover of employees. They found that employees who engaged in relationship that involved support and the exchange of emotional resources (high quality) were less likely to leave an organization than employee who engaged in relationship that involved contractually agreed up on elements such as eight hours of work for eight hours of pay (low quality) . The work reported by Graen suggests low quality transaction are based on the exchange of good or rights, where as high quality transactions are augmented by an interpersonal bond between leaders and followers (Landy, 1985).

2.1.1.2 Charismatic leadership

Charismatic leadership theory describes what to expect from both leaders and followers. Leaders engage in extraordinary behaviors and display substantial expertise. Crisis situations or other substantial realities create an atmosphere that is conducive for the emergence of charismatic leadership. Followers react to these extraordinary behaviors as part of the greater situational context and attribute charisma to the leader. Charismatic traits, including communication, vision, trust, impression management, and delegation of authority, are discussed. Ronald Reagan is also discussed as an exemplar of charismatic leadership. Examples from Reagan's presidency are cited to help frame charismatic traits and their effects on followers. It is asserted here that followers' attributions of charisma are interwoven with both the leader's behaviors and contextual circumstances. Thus, charismatic leadership is framed as a reciprocal process. Although this reciprocity exists, charismatic leadership in the common understanding tends to be

leader-focused. Ronald Reagan exemplified this reciprocal relationship well as his extraordinary leadership behaviors engaged followers, and these events took place in the midst of a variety of crisis situations. Charismatic Leadership is a leadership style that is recognizable but may be perceived with less tangibility than other leadership styles. This reality is likely due to the difficulty associated with directly defining charisma in an individual when only examining the individual. Max Weber's work in defining charisma led to his categorizing charisma as an untraditional form of influence where the leader possesses exceptional qualities as perceived by his or her followers (Yukl, 2010). Charisma is often a trait that one perceives in another, but difficulty describing that perception without directly referencing particular behaviors, traits, or individual characteristics is common (Conger & Kanungo, 1987). Yukl (2010) notes, "Follower attribution of charismatic qualities to a leader is jointly determined by the leader's behavior, expertise, and aspects of the situation" (Kindle Location 6939). Exceptional behaviors and expertise aside, contextual factors such as a crisis play a significant role in the attribution of charisma (Conger & Kanungo, 1987). Therefore, the basic premise of this study is that followers will attribute charisma to a leader when that leader possesses exceptional behavior and expertise and when the situational context is conducive. Ronald Reagan is used as an exemplar of charismatic leadership. Reagan's communication skills, visionary attributes, integrity, humor, expertise, and the situational context of his presidency will be examined, pertaining to how followers attributed charisma to him

2.1.1.3 Situational leadership

The situational theory of leadership suggests that no single leadership style is "best." Instead, it all depends upon the situation at hand and which type of leadership and strategies are best-suited to the task. According to this theory, the most effective leaders are those that are able to adapt

their style to the situation and look at cues such as the type of task, the nature of the group, and other factors that might contribute to getting the job done(Hersey, p. and Blanchard, k.H.,1969)

Situational theories propose that leaders choose the best course of action based upon situational variables. Different styles of leadership may be more appropriate for certain types of decision-making. For example, in a situation where the leader is the most knowledgeable and experienced member of a group, an authoritarian style might be most appropriate.(Paul Hersey, 2000)

2.1.1.4 Transformational leadership

2.2 The Concept of Transformational Leadership

Definitions

Burns (1978) defined transformational leadership as the process of pursuing collective goals through the mutual tapping of leaders' and followers' motive bases toward the achievement of the intended change. Bennis and Nanus (1985) indicated that transformational leadership occurs when leaders and followers raise one another to a higher level of motivation. Rouché and colleagues (1989) defined it in terms of the ability of a leader to influence the values, attitudes, beliefs, and behaviors of others by working with and through them in order to accomplish the organization's mission and purpose. Bass, Avolio, and Goodheim (1987) suggested that the transformational leader motivates followers to work for transcendental goals and for higher level self actualizing needs instead of working through a simple exchange relationship. Some of these definitions also suggest a contrast with another form of leadership—transactional leadership—which is characterized by its central focus on provision of material rewards to subordinates in return for their committed effort (Bass, 1985). Based on these definitions, it can be suggested that transformational leaders create a dynamic organizational vision that often necessitates a

metamorphosis (change) in cultural values to reflect greater innovation. To achieve the vision, leaders attempt to secure greater effort and commitment from employees by bonding individual and collective interests.

2.3 Dimensions of Transformational Leadership

The optimal profile is characterized by the presence of certain qualities of transformational leadership. They are the leaders' qualities contained in appropriate transformational abilities of leaders and in certain attributes which are assumptions for the use of leaders' skills and for successful performance of leader jobs. Although there are different classification given by Bass and Avolio (1994)

- ❖ Idealized influence
- ❖ Intellectual Stimulation
- ❖ Inspirational Motivation
- ❖ Individualized Consideration

2.3.1 Idealized influence

It represents the ability of building confidence in the leader and appreciating the leader by his followers, which forms the basis for accepting radical change in organization. Without such confidence in the leader, that is, in his motives and aims, an attempt to redirect the organization may cause great resistance. You can "lead" people if you make them ready to follow you. If you perform your job well, it is for certain that others (potential followers) will appreciate you and people will believe you. In other words, you will become a leader who possesses idealized influence and who represents "The Roles Model" to his followers. The followers, namely, try to imitate the leaders with idealized influence. Hence, the greatest success of a leader who is rich a high level of confidence and appreciation with his followers is that his followers begin to imitate

him. Thus, his effort to conduct radical change the organization encounters confirm and support with the employees. The leaders with idealized influence are honored, appreciated, they are trusted, the followers admire them, and they identify with them and try to imitate them. Such leaders, which represent the model roles to their followers, do "the right things", demonstrating high moral and ethical behavior. They do not use their position and leaders' abilities to achieve personal interests, but they direct them to use the potentials of their followers and to achieve the aims of organizations.

2.3.2 Inspirational motivation

It is the ability of transformational leadership, which qualifies a leader as a figure, which inspires and motivates the followers to appropriate behavior. In the conditions when transformational change is being conducted in an organization, the leader has the task of clear and continuous stimulating others to follow a new idea.

2.3.3 Intellectual stimulation

The ability of transformational leaders has an important role in the transformation process of organization. Transformational leaders stimulate the efforts of their followers as regards innovativeness and creativity, stimulate permanent reexamination of the existent assumptions, stimulate change in the way of thinking about problems, pleased the use of analogy and metaphor, etc. Thus, it may appear the possibility to get new and creative ideas for solving problems from the followers. If the ideas and the solutions of problems suggested by followers differ from the ideas represented by leaders, the followers are not criticized; the leaders' ideas are Considering imposition at any time.

2.3.4. Individualized consideration

Individualized consideration as a feature of a transformational leader is reduced to the ability of individual analysis of followers. Namely, inclusion of followers into the transformation process of an organization implies the need to diagnose their wishes, needs, values and abilities in the right way. An activity like this tends to preserve, in the beginning acquired, the high level of interest of followers in action which a leader leads and the high level of their trust in the leader. So, besides a global picture, a transformational leader must know what motivates any of his followers individually. Human wishes and needs are different. Some want certainty, some want excitement and Transformational Leadership - The Key to Successful Management of Transformational Organizational Changes. change; some prefer money, and some free time. It is upon the leader to "eaves drop", observe, analyze and predict the needs and wishes of his followers. In this, it is important that followers don't feel they are an object of observation. The leader, who is aware of the difference in needs and wishes of people, has an opportunity to use all those different demands in the right way. By their behavior, transformational leaders demonstrate acceptance of individual differences and assign the tasks in accordance with their personal affinities. Following the progress in performing the individual tasks, a leader gets a picture of regularity (or irregularity) of his own action of "individualized consideration".

2.4 Preparing the organization for transformational leadership

The development of pan-organizational transformational leadership capability, and fostering an ethos of collegiality, requires a focus on both group learning as well as individual learning in the development process. This can create distinct tensions for any ambitious organization which wishes to develop transformational leaders - to successfully engage with the process requires a Commitment from those directly involved in the development process, but also from those who are placed on the periphery. It requires those who are personally benefiting from the experience

of development to take on a responsibility towards the business, but also for those who will exist within the new environment of transformation to sympathetically and proactively allow those cast as leaders to perform. The critical stage in creating a transformational leadership program is in the initiation.

Definition of the specific outcomes that are expected are obviously the starting point for any development program, but in this case is a more profound step given that it is a strategic issue for the organization. Transformational leaders are the key resource for strategic change – alongside training outcomes for the individual, business outcomes and management plans need to be considered and foundations built to allow the business to take advantage of the abilities engendered in.

2.5 Organizational commitment

2.5.1. Introduction

2.5.1.1 Defining Organizational Commitment

Organizational commitment has been defined as a psychological state that binds an employee to an organization, thereby reducing the incidence of turnover¹ (Allen & Meyer, 1990), and as a mindset that takes different forms and binds an individual to a course of action that is of relevance to a particular target. Porter & Steers (1973) outlined the distinction between *attitudinal commitment*, a mindset in which individuals consider the congruency of their goals and values with those of their employing organizations, and *behavioral commitment*, the process by which individuals' past behavior in an organization binds them to the organization². The complementarity of attitudinal and behavioral commitment was integral in Meyer and Allen's (1990) conceptualization of a multidimensional model of organizational commitment.

2.5.1.2 The Three-Component Model

The Three-Component Model of organizational commitment (Meyer & Allen, 1990) has gained substantial popularity since its inception. Meyer and Allen (1990) concluded that an employee's

commitment reflected a desire, need and obligation to maintain membership in an organization. Consequently, commitment manifests itself in three relatively distinct manners. *Affective commitment* refers to the degree to which a person identifies with, is involved in, and enjoys membership in an organization. Employees with affective commitment want to remain with an organization. *Continuance commitment* involves a person's bond to an organization based on what it would cost that person to leave the company. Continuance commitment echoes side-bet theory, and employees with continuance commitment remain with an organization out of need or to avoid the perceived cost of leaving.

Normative commitment involves a feeling of moral obligation to continue working for a particular organization. For any number of reasons, such as a feeling of indebtedness, need for reciprocity or organizational socialization, normatively committed employees feel that they ought to remain with the organization (Meyer & Allen, 1990) As part of their research, Meyer & Allen (1990) developed a framework that was designed to measure three different types of organizational commitment www.ijbssnet.com

(a) Affective Commitment

Affective commitment is defined as employee emotional attachment to, identification with, and involvement in the organization and its goals. It results from and is induced by an individual and organizational value congruency. As a result, it becomes almost natural for the individual to become emotionally attached to and enjoy continuing membership in the organization, identified 6 factors which help create intrinsically rewarding situations for employees to be antecedents of affective commitment. These factors include such job characteristics as task significance, autonomy, identity, skills variety and feedback concerning employee job performance, perceived Organizational support or dependence (the feeling that the organization considers what is in the best interest of employees when making decisions that affect employment conditions and work environment), and the degree that employees are involved in the goal-setting and decision-making processes.

(b) Continuance Commitment

Continuance commitment is defined as willingness to remain in an organization because of personal investment in the form of nontransferable investments such as close working relationships with coworkers, retirement investments and career investments, acquired job skills

which are unique to a particular organization, years of employment in a particular organization, involvement in the community in which the employer is located, and other benefits that make it too costly for one to leave and seek employment elsewhere.

(c) Normative Commitment

Normative commitment is induced by a feeling of obligation to remain with an organization. Such a feeling of obligation often results from what Wiener⁸ characterized as "generalized value of loyalty and duty." This is an almost natural predisposition to be loyal and committed to institutions such as family, marriage, country, religion and employment organization as a result of socialization in a culture that places a premium on loyalty and devotion to institutions. This view of commitment holds that an individual demonstrates commitment behavior solely because she or he believes it is the moral and right thing to do. Schwartz and Tessler (1972) identified personal norms as the factor responsible for what Wiener referred to as an internalized normative pressure, that makes organizational commitment a moral obligation because the individual feels he or she ought to do so. This feeling of moral obligation is measured by the extent to which a person feels that he or she should be loyal to his or her organization, make personal sacrifice to help it out and not criticize it .

2.5.1.3 Impact of commitment

Common to all of the three types of commitment is the view that commitment is a psychological state that

- (a) characterizes the employee's relationship with the organization, and
- (b) Has implication for the decision to continue or discontinue membership in the organization.

Employees with a strong affective commitment remain with an organization because they want to, those with a strong continuance commitment remain because they have to, and those with a strong normative commitment remain because they feel they ought to. Allen and Meyer (1990), found, however, that these three classifications of commitment are conceptually and empirically separable. Even though there appears to be some overlap between affective and normative commitment, both were found to be relatively independent of continuance commitment. Therefore, they can be measured separately.

2.5.1.4 Approaches to study Commitment

Over the years, two basic approaches have been used to study organizational commitment: commitment-related attitudes and commitment-related behaviors. Each approach offers a slightly

different definition. The commitment-related attitude approach defines organizational commitment as a partisan, affective attachment to the goals and values, and to the organization for its own sake, apart from its purely instrumental worth define it as the willingness of an employee to exert a high level of effort on behalf of the organization, a strong desire on behalf of the organization, and an acceptance of its major goals and values. According to Mowday, Steers and Porter (1982), attitudinal commitment represents a state in which an individual identifies with a particular organization and its goals and wishes to maintain membership in order to facilitate these goals. The commitment-related behavior approach focuses on a behavioral pattern guided by internalized normative pressures to act in a way that meets organizational goals and interest (Wiener, 1982). Wiener argued that the pattern of behavior resulting from commitment should possess the following characteristics:

- (1) it should reflect personal sacrifices made for the sake of the organization;
- (2) it should show persistence - that is, the behaviors should not depend primarily on environmental controls such as reinforcements or punishment, and
- (3) it should indicate a personal preoccupation with the organization, such as devoting a great deal of personal time to organization-related actions and thoughts. In this sense, organizational commitment is viewed as
 - (a) Willingness of an individual to identify with and the desire not to leave an organization for selfish interest or marginal gains;
 - (b) Willingness to work selflessly and contribute to the effectiveness of an organization;
- (3) Willingness to make personal sacrifice, perform beyond normal expectations and to endure difficult times with an organization-- low propensity to "bail-out" in difficult times
- (4) Acceptance of organization's values and goals - the internalization factor. This study adopted the organizational commitment behavior-related approach.

2.5.2 Leadership and organizational commitment

While transformational leadership has been linked to several attitudinal and perceptual outcome, such a link has been strong in the case of organizational commitment (e.g. Bycio, 1995; Duchon, Green & Taber, 1986; Gerstner & Day, 1997; Hater & Bass, 1988; Koh, 1995; Mathieu & Zajac, 1990; Niehoff Enz, & Grover, 1990; Nystrom, 1990). Bass (1985) found that all three dimensions of transformational leadership enhanced loyalty to the organization. Bycio and colleagues (1995) hypothesize that Meyer and Allen's (1991) affective commitment in particular should correlate

strongly with transformational leadership, given the strong feelings of emotional attachment that members purportedly feel when lead by a transformational leader. As for normative commitment, Mathieu and Zajac (1990) noted that ‘transformational leaders typically hold a sense of moral obligation to the organization as an end value which in turn is adopted by subordinates’ (P. 477). In fact, Bycio colleagues (1945) found transformational leadership to be highly correlated with normative commitment. Contrary to the above, Doherty and Danylchuk (1996) did not find any significant relationship between transformational behavior of the athletic directors in Canada and the departmental commitment of their coaches. The authors explained that this contrary result could be a function of the direct link between this specific focus of commitment and athletic director behavior.

The quality of leader member exchange has also been found to correlate positively with organizational commitment (e.g. Basu & Green, 1997; Dansereau Graen, & Haga, 1975; duchon 1986), When high quality exchanges are characterized by offering employees wider latitude in their roles, more attention and greater support and influence, superiors often foster greater loyalty to the organization (Basu & green, 1997), Yukl (1989) suggest that high quality exchange relationships are likely to result in employees being more committed to both task accomplishment as well as assisting the leader in meeting goals.

2.5.2.1 Relationship between transformational leadership and employees’ organizational commitment

Avolio. (2004) conducted a study on staff nurses in a public hospital of Singapore and stated that transformational leadership positively affects organizational commitment. Limsili and Ogunlana (2008) proclaimed that transformational leadership is a better leadership style and workers productivity and organizational commitment is facilitated by transformational leadership. Ismail and Yusuf (2009) studied the impact of transformational leadership on followers’ commitment and concluded that there is significant positive relation between these two variables. Transformational leadership is the most effective leadership style in determining organizational commitment of employees

2.6 Empirical findings

Shikha Pahula verma & venkat R.Krishnan (2012) conducted a research transformational leadership enhances continuance commitment only when the leader is androgynous.

Bycio and colleagues (1995), finding the transformational leadership where more highly correlated with affective commitment than with normative commitment. Intellectual stimulation was unrelated to normative commitment.

Though, the above research finding shows there are some similarities with the research finding conducted, there lies some gaps as the finding is shown below the first one declares transformational leadership affect only continuance commitment, whereas the second one transformational leadership correlated with affective commitment than with normative commitment. But, in the current research finding transformational leadership dimensions have positively and significantly correlated with organizational commitment with the exception of individual consideration.

2.7 Conceptual framework

Organizational commitment the dependent variable is directly influenced by the independent variable dimension of transformational leadership (inspirational motivation, Intellectual stimulation, Individual consideration and Idealized influence) and organizational commitment has its effect on organizational performance.

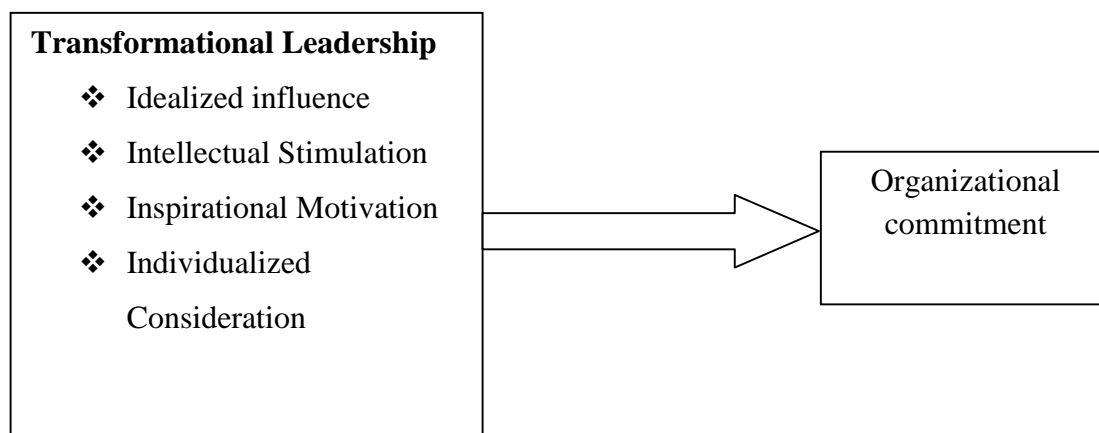


Figure 1.1 Conceptual model of the relationship between transformational leadership and organizational commitment

Chapter three

Research Methodology

3.1 Research Design

The research was held to assess “The effect of transformational leadership on organizational commitment as the case of Eastern Gojjam Administrative zone T.V.E.T colleges.” The researcher used a correlation study to know the relation between the study variables. The study was involves a one shot or cross sectional observation in nature, in which the data gathered just once in order to meet the research objective. The study takes a quantitative approach. And this method believed to be convenient and appropriate to enable the researcher investigating the problem

3.2 Population and Sampling Plan

The population of this study comprises people working in eight TVET colleges in Eastern Gojjam Administrative Zone, namely: Debre Markos Polytechnic College, Amanuel TVET College, Bichena TVET College, Dejen T.V.E.T college, Kuyi T.V.E.T college, Debre work T.V.E.T college, M/Lemaryam T.V.E.T college and Motta T.V.E.T college. Among these colleges three of them (i.e., Debre Markos polytechnic college, Amanuel TVET College, Bichena TVET College) were selected to be the target for the study based on their establishment

and number of people they were working in. In these colleges, there are 215 trainers, 87 supportive staff and 24 management bodies. Representative sample is selected using stratified random sampling method.

3.2.1. Sample Size

The study was conducted on government colleges found in east Gojjam zone. There were 8(eight) government colleges rendering training service in the TVET system in the subscribed study area. The total numbers of mix of employees working in these colleges were 666, who are considered as the population of the study. Prior to determining sample size of the study, the employees were stratified in to three groups based on the type of function they render to their colleges. These were trainers, management body and supportive staff. In order to determine sample size on the three categories of employees taking into account the total population 666 is very important. So, among these colleges three of them (amaneal T.V.E.T college, Debre Markos poly technic college and Bichena T.V.E.T. college) were selected to be the target for the study based on their establishment and number of people they were working in and samples were selected from each college and employee type on proportion basis. According to Field (2005) the bigger the sample size the likely it reflect the whole population, so the numbers of sample employees were selected as respondents and the sample size was determined by using the simplified formula (Yamane, 1967: 886).

Where,

$$n = \frac{N}{1+N(e)^2}$$

n = sample from population

N= population size

e = the level of precision (error term which is 5%)

$$= \frac{326}{1 + 326(0.05)^2} = 180$$

Based on the above sample size determination, the number of employees that were selected as respondents are 180. Therefore, generally from all colleges 119 teaching employees, 52 supportive employees and 9 management body employees were selected as target respondents of the research. Proportional to the population of colleges from Debre markos polytechnic college (88, 28 & 4) , Amaneal T.V.E.T college (9, 13 & 2), Bichena T.V.E.T. college (22, 11 & 3) teaching, supportive and management body employees respectively. A predetermined close-ended questionnaire was given for these 180 respondents to fill the data requested.

Table 1 population sample from each group

| Colleges | Trainers | | | | | | Supportive staff | | | | | | Management body | | | | | |
|-------------------|------------|----|-----|--------|----|----|------------------|----|----|--------|----|----|-----------------|---|---|--------|---|---|
| | Population | | | Sample | | | Population | | | sample | | | Population | | | sample | | |
| | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T | M | F | T |
| D/markos P.T.C. | 122 | 37 | 159 | 67 | 21 | 88 | 26 | 25 | 51 | 15 | 13 | 28 | 5 | — | 5 | 4 | — | 4 |
| Amanuel T.V.E.T.C | 12 | 5 | 17 | 7 | 2 | 9 | 13 | 9 | 22 | 7 | 6 | 13 | 4 | 1 | 5 | 2 | — | 2 |
| Bichena T.V.E.T.C | 34 | 5 | 39 | 18 | 4 | 22 | 8 | 15 | 23 | 4 | 7 | 11 | 4 | 1 | 5 | 3 | — | 3 |

Source East gojjam zone micro and T.E.V.T enterprise

3.3 Data Source

Data for The study collected using primary and secondary sources of information. The secondary data involves using written materials like books and documents. And this quantitative study was gathered using the questionnaire which distributes to D/markos polytechnic college, Amanuel TVET College, Bichena TVET College. trainers, supporting staff, and management bodies. To

collect the data from the respondent there were ways apply for this study. First, the questionnaire was given in the respondents were allowed to answer and complete it. Second, for those who did not answer the questionnaire in the given period the researcher encourage them to fill the questionnaire and complete it stated before the period. In addition the researcher gathered data through interview and document analysis.

3.4 Research Instrument

Primary and secondary data gathered from reliable sources. The primary data sources gathered from sample trainers, supportive staff, and management bodies in the form of questionnaire. Secondary data was collected from books; Journals article published and unpublished documents, internet and personal profile of trainers, supportive staff and management bodies.

In order to gather reliable data questionnaires that are helpful to constructs the study was employed. To measure transformational leadership and its impact on organizational commitment by write the name and the year. These instruments were widely used in similar studies. To measure the reliability of these questionnaires pilot test have been done.

3.5 Data Analysis

After the questionnaires were collected, through the perception of trainers, supporting staff and management bodies. The percentages was used for calculating and analyzing the data to the personal data (gender, age, educational status, and work experience) using, managing and frequency of visit in the area of college's heads for the purpose of asking oral interview. Besides using descriptive statistics of means and standard deviations, gap analysis was used in comparing means between expectation score and perception score of the respondents. The data was analyzed using statistical methods which were uses to answer the research hypothesis of this study. To achieve the objectives and to test the research hypotheses there were four statistical

tools use for this study namely: reliability analysis, descriptive statistics, correlation, and multiple regression analysis using SPSS version 16. Moreover, the results will be discuss and summarized with some suggestions for further studies.

3. 6 Reliability test

Joseph, (2003) define reliability as the extent to which a survey instrument is considered reliable if its repeated application results in consistent scores. Reliability can be determined by means a test re-test, internal consistency and alternative form (saunders 2003) the test re-test method states that a questionnaire needs to be administered twice to respondents. In this study problems were overcome by making use a pilot test which served as a type of test re-test method. The responses received from the pilot study were compared to those received for the survey in order to make a judgment about the reliability of the questionnaire. But these respondents were not participating during the final data collection, to avoid bias in the study.

Table 2 Reliability analysis

| Category of instrument items | No | Chronbach alpha |
|------------------------------|-----------|-----------------|
| Inspirational Motivation | 4 | 0.844 |
| Intellectual Stimulation | 4 | 0.712 |
| Individual Consideration | 4 | 0.551 |
| Idealized Influence | 8 | 0.792 |
| Organizational commitment | <u>14</u> | <u>0.816</u> |
| | <u>34</u> | <u>0.743</u> |

Source; SPSS result based on primary data, 2015

In this study instrument 34 questions having three types of scales were adopted from standards as the sources already specified. The chronbach alpha for each sub scale was determined.

Reliability was determined by comparing responses to alternative forms of the same question or group of questions (zikmud, 2002). All the selected factors that were statistically probed in the analysis obtained a cronbach's alpha coefficient of 0.743, thus confirming the reliability of the summated scores derived from the individual measuring instrument (mdindela, 2009)

Chapter four

Data analysis and presentation

4.1 Introduction

The purpose of this chapter was to give analysis of data collected from respondents' personal information and the effects of transformational leadership on organizational commitment (the case of eastern gojjam zone government TVET colleges).

In this chapter the researcher intends to discuss the results in an attempt to determine of establish logical relationships between variable in relation to the survey questions and the specific objectives. The required data has been gathered from primary data in the form of questionnaire.

4.2 Descriptive analysis

In this part the descriptive analysis is performed to assess the effect of transformational leadership on organizational commitment. In doing so the items for measurement of each hypothesis are summarized to answer the hypothesis of the study. In this analysis the response for each specific statements are compared using the mean and standard deviation scores. The degree of agreement or disagreement of the respondents for each statement are analyzed by summarizing the five point likert scale response in to three by considering the strongly agree and agree responses in to one positive response (i.e. Agree) and strongly disagree and disagree responses in to one negative response (i.e. Disagree) and the neutral response is taken as it is. That is the higher the mean score the more that the respondents agreed with the statement and vice versa. The figure for the standard deviation (SD) also indicates the degree to which responses varied from each other: the higher the figure for (SD) indicates the more variation in responses.

4.2.1 Response

Out of 119 trainers, 52 supportive staff and of management body employees, 105, 48 and 8 appropriately filled and returned the questionnaires respectively. In other words, the percentage of returned and usable questionnaires dispatched to trainers, supportive, employees and management employees were. 88%, 92% and 89% respectively, the sample respondents and appropriate filled questionnaire presented in the table below.

Table 3: Response Rate of the Study

| NO | Strata | Sample size | Response | | | |
|----|-----------------------|-------------|----------|-----------|---------------|----------|
| | | | Returned | Completed | Non-completed | Response |
| 1 | D.M.P.T.C.T | | | | | |
| | Trainers..... | 88 | 76 | 76 | 12 | 86.36% |
| | Supportive staff..... | 28 | 26 | 26 | 2 | 92.85% |
| | Management body ... | 3 | 3 | 3 | 0 | 100% |

| | | | | | | |
|---|-----------------------|-----|-----|-----|----|--------|
| 2 | A.T.V.T.C | | | | | |
| | Trainers..... | 9 | 8 | 8 | 1 | 88.28% |
| | Supportive staff..... | 13 | 12 | 12 | 1 | 88.89% |
| | Management body..... | 3 | 2 | 2 | 1 | 92.3% |
| 3 | B.T.V.E.T.C. | | | | | |
| | Trainers..... | 22 | 21 | 21 | 1 | 95% |
| | Supportive staff..... | 11 | 10 | 10 | 1 | 90.9% |
| | Management body..... | 3 | 3 | 3 | 0 | 100% |
| 4 | Total | 180 | 161 | 161 | 19 | 89.44% |

Source: SPSS result based on primary data, 2015

4.2.2. The demographic background of the respondents is shown with the following table below.

Table 4: Demographic characteristics of the respondents

| No | Demographics | Items | Frequency | Percentage |
|----|--------------------------------|------------------------|------------|-------------|
| 1 | Sex | Male | 98 | 61% |
| | | Female | 63 | 39% |
| | | Total | 161 | 100% |
| 2 | Age | 19-30 | 80 | 49.68% |
| | | 31-45 | 65 | 40.4% |
| | | 46-55 | 16 | 9.9% |
| | | Above 55 | 0 | |
| | | Total | 161 | 100% |
| 3 | Education | Level 1-4 \ Diploma/ | 74 | 46% |
| | | 1 st degree | 80 | 49.68% |
| | | Master | 6 | 3.5% |
| | | Ph D | 0 | 0% |
| | | Others | 1 | 0.5% |
| | | Total | 161 | 100% |
| 4 | Work Experience in the Factory | 2-5 Years | 75 | 46.6% |
| | | 6-10 Years | 56 | 34.8% |
| | | 11-15 Years | 18 | 11.2% |
| | | Above 16 | 12 | 7.5% |

| | | | | |
|--|--|--------------|------------|-------------|
| | | Total | 161 | 100% |
|--|--|--------------|------------|-------------|

Source: SPSS result based on primary data, 2015

The above table indicates that 99(61%) of the respondents were male and the remaining 63(39%) were female, so the survey indicate majority of government T.V.E.T. colleges employees in eastern Gojjam one are male

From table 4 80(49%) of the respondents lies in age group of 19-30 years, 62(38%) of the respondents belong to age group of 31-45 years, 20(13%) of the respondents belong to age 46-55 years and there is no employees under age 55 above categories (mean 1.60,S.D =0.664) as indicated in the above majority of employees in government TVET colleges in Eastern Gojjam zone are young aged 19-30 = 80 (49%) and 31-45=62(38%) and none of the respondents were above 55 years old.

Concerning educational status the above table shows diploma (level 1-4)=74(46%), level 5 (degree) 81 (50%) , Masters degree 6(3.5%), P.H.D= 0 and others = 1 (0.5), (mean 1.60, S.D 0.626) majority of the respondents were Diploma, first degree and masters degree constitute 74(46), 81(50) and 6(3.5%) respectively.

Regarding experience the research result in the above table shown (mean = 1.80, S.D.= 0.916) which are from 1-5 years = 76 (47%), 6-10 years = 56=(35%) 11-15 years = 18 (11%), and 16 and above. Year = 12 (7%)) based on this research finding majority of respondents served the specified collage from 1-10 years (82%).

4.2.3 H1: Transformational leadership, in terms of its four dimensions, can be regarded to be low in the TVET Colleges in the Zone.

4.2.3.1 Inspirational motivation (IM) of the leader

Table 5 Percentage, mean and standard deviation of inspirational motivation

| Variable | Percent 100% (N=161) | Mean | Stand. Div. |
|----------|-------------------------|------|----------------|
|----------|-------------------------|------|----------------|

| | | | |
|---|---|--------|--------|
| My leader talks optimistically (believing that good thing will happen) about the future | Disagree = 43% * Neutral = 28% * Agree = 29% | 2.75 | 1.103 |
| My leader tasks enthusiastically (showing a lot of interest and excitement) about what needs to be accomplished | * Disagree = 40% * Neutral = 27% * Agree = 33% | 2.86 | 1.137 |
| My leader articulates a compelling vision of the future | * Disagree = 40% * Neutral = 33% * Agree = 27 % | 2.81 | 1.125 |
| My leader expresses confidence that goals will be achieved | Disagree = 44% * Neutral = 28% * Agree = 26% | 2.88 | 1.213 |
| Average | | 2.8245 | .92231 |

Source: SPSS result based on primary data, 2015

Inspiration motivation leadership dimension is strongly and positively associated with organizational commitment to test this hypothesis and to measure the level of inspirational motivation in the colleges' four items of instrument were analyzed with the help of descriptive statistics of SPSS version 16.0. As it is clearly seen table 5 above the, leaders optimistically talking the future. Disagree = 43%, neutral 28% agree 29% and (mean = 2.75 and S.D. = 1.103) so the data shown managers /leaders were pessimist rather than optimistic when he/she talk about the future. And the leaders didn't talk enthusiastically about what needs to be accomplished because the respondents response shows below average (mean = 2.86, S.D 1.137) disagree, neutral and agree 40%, 27%, and 33% respectively.

The result above also show articulate compelling vision of the future concerning the respected college Disagree 40%, neutral = 33%, agree 27% and (Mean = 2.81 and S.D = 1.125). So, they have weak explanation of organizational vision.

The leader has not confidence about the achievements of organizational goals as majority respondents response that (mean = 2.88 S.D = 1.213) Disagree = 44%, neutral =28%, and agree 26% respectively. Therefore average mean of the sample college(2.8245) signify below the required level

4.2.3.2 Intellectual stimulation of the leader (IS)

Table 6 percentage, mean and standard deviation of intellectual stimulation

| <i>Variable</i> | <i>Percentage 100%</i> <i>N = 161</i> | <i>Mean</i> | <i>St.D</i> |
|---|---|-------------|-------------|
| * My leader re-examine critical assumptions for appropriateness | * Disagree =39% * Neutral = 27% * Agree = 34% | 2.89 | 1.209 |
| * My leader seeks different perspectives when saving problems | * Disagree =44% * Neutral =26% * Agree = 30% | 2.78 | 1.151 |
| * My leader gets others look at problems from many different angles | * Disagree =42% * Neutral = 23% * Agree =35% | 2.83 | 1.223 |
| * My leader suggests new ways of looking at how to complete assignments | * Disagree =42% * Neutral =22% * Agree = 36% | 2.88 | 1.201 |
| Average | | 2.8447 | .91299 |

Source: SPSS result based on primary data, 2015

Intellectual stimulation leadership dimension is strongly and positively associated with organizational commitment. From the table 6 above respondents level of agreements are 39%,

27 and 34 Disagree, neutral, and Agree respectively and it's Mean = 2.89 S.D = 1.209 in leaders re-examining critical assumption for appropriateness.

Regarding leaders seeking different perspectives when solving problems responses the level of respondents agreement are 44% Disagree, 26% neutral 30% Agree respectively and mean 2.78 standard deviation 1.151 So, this shows their weak problem solving capacity.

More leader gets others look at problems from many different angles are less than the required capacity because its mean 2.83 which is less than three and standard deviation 1.223 in addition to the level of agreements are 42% disagree, 23% neutral, 35% agree respectively.

At last but not the least from table 4 above leaders suggestion new ways of looking at how to complete assignments response are 42% disagree 22% neutral, 36% agree respectively and its mean 2.88 and standard deviation 1.201 respectively. Finally the respondents explained their unsatisfied feeling concerning intellectual stimulation by answering average mean 2.8447

4.2.3.3 Individual consideration of the leader (IC)

Table 7 percentage, Mean & standard deviation of individual consideration

| <i>Variable</i> | <i>Percentage 100% N = 161</i> | <i>Mean</i> | <i>St.D</i> |
|--|--|-------------|-------------|
| * My leader spends some time for teaching and coaching | * Disagree = 45% * Neutral = 24% * Agree = 31% | 2.83 | 1.223 |
| * My leader treats others as an individual rather than just as a member of a group | * Disagree = 46% * Neutral = 23% * Agree = 31% | 2.71 | 1.192 |
| * My leader considers an individual as having different needs, abilities and aspirations from others | * Disagree = 43% * Neutral = 25% * Agree = 32% | 2.76 | 1.177 |

| | | | |
|---|---|--------|--------|
| * My leader helps others to develop their strengths | * Disagree =46% * Neutral =29% * Agree =25% | 2.72 | 1.158 |
| Average | | 2.7531 | .87633 |

Source: SPSS result based on primary data, 2015

Individual consideration leadership dimension is strongly and positively associated with organizational commitment. As table 7 above indicates time allotment of leaders for teaching and coaching majority of the respondents answered disagree 45%, neutral 24% and the rest of respondents 31% agree and mean 2.83, S.D. 1.223 explain the leaders used less time for teaching and coaching.

As shown in table 7 above (mean = 2.71 and standard deviation 1.192) and its level of agreement 46% disagree, 23% neutral, and 31% agree all the data on the table shows the leader treatment individual rather than just as a member of a group is less than the required performance.

As clearly indicated table 7 above considering individual having different needs, abilities and aspiration from others performance is low as the respondents replied. 43% disagree, 25% neutral, and 32% agree in addition to the above explanation (mean =2.76 and standard deviation 1.177).

Leaders helps others to develop their strengths is essential from transformational leadership on the other hand the respective colleges performance shows 46% disagree, 29% neutral and 25% agree and (Mean = 2.72, standard deviation 1.158). Generally average mean of individual consideration (2.7531) shown above in a lower level.

4.2.3.4 Idealized influence of the leader (II)

Table 8: percentage, mean and standard deviation of idealized influence

| Variable | Percentage 100% N=161 | Mean | S.D |
|----------|-----------------------|------|-----|
|----------|-----------------------|------|-----|

| | | | |
|---|---|--------|--------|
| * My leader instills (teaches) pride in others | * Disagree =38% * Neutral = 33% * Agree = 29% | 2.73 | 1.173 |
| * My leader goes beyond self-interest for the good of the group | * Disagree =41% * Neutral =34% * Agree =25% | 2.63 | 1.150 |
| * my leader acts in ways that builds others | * Disagree = 54% * Neutral = 22% * Agree = 24% | 2.47 | 1.178 |
| * My leader displays a sense of power and confidence | * Disagree = 53% * Neutral = 18 % * Agree = 29% | 2.58 | 1.259 |
| * My leader talks about most important values and beliefs | * Disagree =55% * Neutral =13% * Agree = 32% | 2.48 | 1.275 |
| * My leader specifies the importance of having a strong sense of purpose | * Disagree =52% * Neutral = 18% * Agree = 30% | 2.50 | 1.270 |
| * My leader considers the moral and ethical consequences of decisions | * Disagree = 51% * Neutral = 19% * Agree = 30% | 2.63 | 1.317 |
| * My leader emphasizes the importance of having a collective sense of mission | * Disagree =48% * Neutral = 18% * Agree = 34% | 2.67 | 1.234 |
| Average | | 2.5869 | .86595 |

Source: SPSS result based on primary data, 2015

Idealized influence leadership dimension is strongly and negatively associated with organizational commitment. Idealized influence described in the above table 8 show leader instills pride in others (Mean = 2.73 standard deviation 1.173) and its level of agreement shows 38% disagree, 33% neutral and 29% agree.

As table 8 clearly shown concerning leaders goes beyond self- interest for the good of the group major number of the respondents answer clearly defined below the required level such as 41% disagree 34% neutral but, transformational leadership defined they transform their basic convictions, vision, focus on requirement of individuals and motivate them to sacrifice their personal interest over organizational interest (Robbins, p.s & judge, A.T- 2000, Luthans, F., 2005) the remaining 25% agree, and its mean 2.63 and S.D.= 1.150.

The leader acts in ways that build others rather hurting the moral of employees has also its own short coming as the respondents believe (Mean=2.47 and S.D. 1.178) and its level of agreement show 54% disagree, 22% neutral and 24% agree.

The leaders' power and confidence describe also in a low level according to the respondents perception because its mean 2.58 (Below average) and its S.D. 1.259 and level of agreement from the likert scale 53% disagree, 18% neutral, and 29% agree.

Table 8 indicated that majority of the respondents 55% and 13% replied, disagree and neutral respectively in leaders talk about most important values and belief where as the remaining respondents answer 32% agree. (Mean 2.48 and S.D 1.275)

Concerning leaders specifies the importance of having a strong sense of purpose replied by the respondent in 52% disagree, 18% neutral and 30% agree and its mean and S.D. are 2.50 and 1.270 respectively.

The selected college leaders considers the moral and ethical consequence of decision in a low level performance such as 51% disagree, 19% neutral 30% agree and its (Mean 2.63 & S.D 1.317)

Leader emphasizes the importance of having a corrective sense of mission in a lower degree level. Such as 48% disagree 18% neutral and 34% agree and its mean and standard deviation 2.67 and 1.234 respectively. as shown average mean the above(2.5869) describe the leaders ability in terms idealized influence were questionable. Therefore hypothesis 1 Idealized influence leadership dimension is strongly and negatively associated with organizational commitment is not accepted. H1 is accepted with four leadership dimension.

4.2.4 H2 The organizational commitment in the TVET Colleges in Eastern Gojjam

Administrative Zone can be regarded as low

Table 9 percentage, mean and standard deviation of organizational commitment

| Variable | Percentage 100% N=161 | Mean | S.D |
|--|---|------|-------|
| * It would be very hard for me to leave my college right now. Even if I wanted to | * Disagree =44% * Neutral =20% * Agree =36% | 2.82 | 1.322 |
| * I would be very happy to spend the rest of my career with this college | * Disagree =50% * Neutral =26% * Agree =24% | 2.55 | 1.224 |
| One of few negative consequences of leaving this college would be the scarcity of available alternatives | * Disagree =41% * Neutral = 29% * Agree = 30% | 2.83 | 1.205 |
| Even if it were to my advantage. I do not feel it would be right to leave my college now | * Disagree =42% * Neutral = 23% * Agree = 35% | 2.98 | 1.277 |
| I really feel as it this college's problems are my own | * Disagree =42% * Neutral = 30% * Agree = 28% | 2.86 | 1.280 |

| | | | |
|---|---|-------|--------|
| *right now, staying with my college is a matter of necessity as much as desire | * Disagree =42% * Neutral = 34% * Agree = 24% | 2.73 | 1.122 |
| I feel that I have too few options to consider leaving this college | * Disagree =43% * Neutral = 27% * Agree = 30% | 2.82 | 1.103 |
| I do not feel "emotionally attached" to this college | * Disagree =42% * Neutral =29% * Agree =29% | 3.16 | 1.202 |
| I would feel guilty if I left my college now | * Disagree =48% * Neutral = 24% * Agree = 28% | 2.69. | 1.261. |
| This college deserves my loyalty | * Disagree = 53% * Neutral =19% * Agree = 28% | 2.58 | 1.287 |
| Would not leave my college right now because I have a sense of obligation to the people in it | * Disagree =58% * Neutral = 14% * Agree = 28% | 2.58 | 1.312 |
| this college has a great deal of personal meaning for me | * Disagree =57% * Neutral = 19% * Agree = 24% | 2.42 | .1.238 |
| too much of my life would be disrupted if I decided I wanted to leave my college now | * Disagree =58% * Neutral = 15% * Agree = 27% | 2.36 | 1.243 |

| | | | |
|----------------------------------|------------|--------|--------|
| I owe a great deal to my college | | | |
| | * Disagree | =60% | |
| | * Neutral | =16% | |
| | * Agree | = 24% | |
| Average | | | |
| | | 2.28 | 1.163 |
| | | 2.6755 | .59485 |

Source: SPSS result based on primary data, 2015

Organizational commitment as defined clearly in table 7 it would be very simple to leave the college, If wanted as the respondents perception rather committed to perform assigned work. 44% disagree, 20% neutral and 36% agree and its (mean = 2.82 standard deviation = 1.322)

The respondents replied regarding spending the rest of their career with the specified college is not suitable, because their answer showed 50% disagree, 26% neutral, and 24% agree and (mean 2.55 S.D. = 1.224).

One of the few negative consequence of leaving this college would be the scarcity of available alternatives but majority respondents replied on the other direction 41% disagree and 29% Neutral, on the other hand 30% agree and its (mean=2.83 and S.D= 1.205) so, the scarcity of available job opportunity will not encouraged employees committed to perform their task.

Even if it were to my advantage I do not feel it would be right to leave my college now. even if the statement express about temporary loyalty of employees, half of the respondent did not agree, because its mean were 2.98 and S.D. 1.277 and its level of agreement 42% disagree, 23% neutral, and 35% agree.

Respondent (employees) did not accept their contribution to the overall colleges' problem, because their answer were (mean 2.86and S.D 1.280) and its level of agreements were 42% disagree, 30% neutral and 28% agree.

Right now, staying with my college is a matter of necessity as much as desire. Concerning the questionnaire respondents were not agree. Such as 42% disagree, 34% neutral and 24% agree and (Mean 2.73 and S.D 1.122)

The respondents disagree feeling they have few options to consider leaving the college. 43% disagree, 27% neutral and 30% agrees and its mean and standard deviation were 2.82 and 1.103 respectively.

Concerning question No 28 (I do not feel “emotionally attached” to this college) respondents almost agree on the issue such as 42% disagree, 29% neutral and 29% agree and (mean = 3.16 and S.D. 1.202)

The respondents did not agree on feeling guilty, if I left my college now by replying 48% disagree, 24% neutral and 28% agree and mean 2.69 and S.D 1.261. It expresses they have no feeling of responsibility about organizational commitment.

The respected colleges deserves loyalty from employees, but they did not agree by expressing (mean= 2.58 and S.D 1.287) and its level of agreement were 53% disagree, 19% neutral and 28% agree.

Questionnaire that (would not leave my college right now because I have a sense of obligation to the people in it) were not supported by the respondent as they replied 58% disagree, 14% neutral and 28% agree, mean and S.D also 2.58 and 1.312 respectively.

Concerning about individual interest with their college the respondents did not agree by the statement (this college has a great deal of personal meaning for me) through their response (mean 2.42 and S.D 1.238) and their level of agreement were 57% disagree, 19% neutral and 24% agree.

The statement too much of my life would be disrupted if I decided, I wanted to leave my college now were not accepted by the respondent due to its mean and S.D. were 2.36 and 1.243 respectively and 58% disagree, 15% neutral and 27% agree.

More of the respondents deny college’s contribution for the wellbeing of their life by replying 60% and 16% of the total respondent disagree and neutral respectively, 24% agree and its mean 2.28, standard deviation 1.163. As above shown average mean (2.6755) the colleges employees less committed their regular tasks. Therefore hypothesis 2 organizational commitment in the TVET Colleges in Eastern Gojjam Administrative Zone can be regarded as low is accepted.

4.3 Analysis of correlation and multiple regressions

4.3.1 Correlation Analysis

Before the analysis was made the correlation assumptions like normality and homoscedasticity were checked. And the homoscedasticity of the dependent variable or the variance of the dependent variable across the different values of the independent variable is the same and it is shown by the horizontal line in the graph. So it is possible to run the correlation analysis.

Correlation analysis is to show the strength of the association between the dependent and independent variables involved. Inter-correlations coefficients(r) were calculated by using the Pearson's product Moment. According to Guilford 'rule of thumb' as it is cited by Masri (2009) the interpretation of the strength of correlation coefficient is shown below.

Table 10: Interpretation of strength of correlation coefficient

| Value of coefficient | Relations between Variables |
|----------------------|-----------------------------|
| 0.00-0.30 | Very low relationship |
| 0.30-0.50 | low relationship |
| 0.50-0.70 | High relation ship |
| 0.70-1.00 | Very high relationship |

Source: Masri M.B.(2009:64)

Table 11 Pearson correlation

| Variables | | IM | IS | IC | II | OC |
|-----------|-----------------|--------|-----|----|----|----|
| IM | Pearson | 1 | | | | |
| | Correlation | | | | | |
| | Sig. (2-tailed) | | | | | |
| | N | 161 | | | | |
| IS | Pearson | .409** | 1 | | | |
| | Correlation | | | | | |
| | Sig. (2-tailed) | .000 | | | | |
| | N | 161 | 161 | | | |

| | | | | | | |
|-----------|---------------------|--------------------|--------------------|--------------------|--------------------|-----|
| IC | Pearson Correlation | .199 [*] | .278 ^{**} | 1 | | |
| | Sig. (2-tailed) | .011 | .000 | | | |
| | N | 161 | 161 | 161 | | |
| II | Pearson Correlation | .284 ^{**} | .296 ^{**} | .377 ^{**} | 1 | |
| | Sig. (2-tailed) | .000 | .000 | .000 | | |
| | N | 161 | 161 | 161 | 161 | |
| OC | Pearson Correlation | .197 [*] | .225 ^{**} | .145 | .272 ^{**} | 1 |
| | Sig. (2-tailed) | .012 | .004 | .067 | .000 | |
| | N | 161 | 161 | 161 | 161 | 161 |

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (1-tailed).

As it is shown in the conceptual frame work of this study, to test the relationship between transformational leadership and organizational commitment, the following correlation analysis are performed.

H3: Inspiration motivation is strongly and positively associated with organizational commitment
To test this hypothesis, the result of the correlation is analyzed to show the strength of the association between the variables involved and to indicate the direction and the significance levels of the relationship between these two variables

Table 11 presents the inter correlation among the variables being explored from this analysis it is noted that inspirational motivation is positively and significantly correlated ($r = .197$, $p < 0.05$) with organizational commitment. The positive value of the correlation coefficient indicates that as the organization used more inspirational motivation increase or improved and vice versa

And the significance level is .000 also shows that the relationship between inspirational motivation and organizational commitment is statistically significant at $p < 0.05$, 2-tailed.

Therefore; according to ‘Guilford rule of thumb’ the correlation coefficient of inspirational motivation is $r = 0.197$ is within high association range, from this analysis, it is noted that inspirational motivation is positively related and had association with organizational performance ($r = 0.197$, $p < 0.05$).

Therefore, the hypothesis of the study is that there is positive and significant relationship between inspirational motivation and organizational commitment is positively significant but not strongly significant so it is partially accepted

H4: Intellectual stimulation is strongly and positively associated with organizational commitment

As it is indicated in table 11 above, the result of Pearson's correlation coefficient of intellectual stimulation is $r=.225$ and $p<0.01$, 2 tailed it shows that intellectual stimulation has appositve and significant relationship with organizational commitment ($r=.225$, $P<0.01$), that is the more the organizations use intellectual stimulation, the better will be its commitment and vice versa. Whereas, in terms of strength of relationship the correlation coefficient $r=.225$ is within the low association range of 'Guilford rule of thumb' correlation coefficient. thus the hypothesis is accepted in the perspective of positive relationship with organizational commitment but it is in different of the hypothesis that its effect is significant but, not high. Therefore the fourth hypothesis is partially accepted

H5: Individual consideration is strongly and positively associated with organizational commitment.

From the same table11, it is noted that individual consideration leadership dimension is positively and less correlated ($r=.145$, $p<0.01$) with organizational commitment. And the significance level of .001 also shows that the relationship between individual consideration and organizational commitment is significant at $p<0.01$, 2-tailed. Therefore; according to 'Guilford rule of thumb' the correlation coefficient $r=-.145$ is within low association range, from this

analysis, it is noted that individual consideration related and had low association with organizational commitment ($r = .145$, $p < 0.01$). Therefore hypothesis five is partially accepted.

H6: Idealized influence is strongly and positively associated with organizational commitment.

As it is indicated in table 11 below, the result of Pearson's correlation coefficient of idealized influence is $r = .272^{**}$ and $p < 0.01$, it shows that it shoes idealized influence has a positive and significant relationship with organizational commitment ($r = .272^{**}$, $p < 0.01$), that is as the organizations uses more of idealized influence leadership dimension, Whereas, in terms of strength of relationship the correlation coefficient $r = .272^{**}$ is with in the low association range of 'Guilford rule of thumb' correlation coefficient.

Among the empirical study by, reviewed on the relationship of idealized influence which results in poor organizational commitment ($r = .272$ $p < .01$). Therefore hypothesis six, there is positive and significant relationship between idealized influence and organizational commitment.

4.3.2 Regression Analysis

4.3.2.1 Checking the Assumptions

Multiple regression models are used to determine the relationships and effect of independent variable on the dependent variable.

Before the hypotheses were tasted, with the regression model, regression assumptions like multicollinearity, and linearity and were considered and checked. One method to detect high multicollinearity is variance-inflating factor (VIF). It measures how the variance of an estimator is inflated by the presence of multicollinearity with zero correlation between the independent variables, VIF equals 1. Gujarati D.N. (2004) suggests that a value of VIF greater than 10

indicates a problem. As it is shown from table 12 below, the multicollinearity of this study showing the VIF ranging from 1.211 to 1.287 which shows that there is no multicollinearity problem.

Table 12: Multicollinearity between Independent Variables

| Model | T | Sig. | Co linearity Statistics | |
|--------------------------|-------|------|-------------------------|-------|
| | | | Tolerance | VIF |
| 1 (Constant) | 9.216 | .000 | | |
| Inspirational motivation | .993 | .322 | .803 | 1.246 |
| Intellectual stimulation | 1.456 | .147 | .777 | 1.287 |
| Individual consideration | .187 | .852 | .826 | 1.211 |
| Idealized influence | 2.414 | .017 | .796 | 1.256 |

Source: SPSS result based on primary data, 2015

The data also fits linearity assumptions. That is the relationship of dependent and independent variables are linear.

4.3.2.2 The effect of transformational leadership on organizational commitment

The researcher used model summary and coefficient tables of regression analysis in SPSS version 16 to result out the relationship and the effects of transformational leadership on organizational commitment. The rule of thumb that used to determine relationships is multiple regressions. For the relationship between the set of independent variables and the dependent variables that has a correlation: 0.20 is characterized as very weak; > 0.20 and 0.40 is weak ;> 0.40 and 0.60 is moderate ;> 0.60 and 0.80 is strong; and > 0.80 is very strong. Therefore the rese archer used beta coefficients to discuss relationships (Kothari, 2004).

4.3.2.3 Evaluating the Model

Table 13 model summary

| Model Summary | | | | | | | | | |
|---------------|-------------------|----------|-------------------|----------------------------|-------------------|----------|-----|-----|---------------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | |
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change |
| 1 | .321 ^a | .103 | .080 | .57064 | .103 | 4.467 | 4 | 156 | .000.002 |

a. Predictors: (Constant), II, IM, IC, IS

The overall enter method of multiple regression model summary in table 13 indicates the regression coefficient $R = .321$, $R\text{-square} = .103$ and adjusted $R\text{-square} = .080$ and significant level of $P = .002$ indicated that the model was significant at $P < .001$, 2-tailed. Thus the regarded effect of organizational performance is explained by the value of adjusted $R\text{-square}$ (10.3) his indicates that the model explains 10,3 % of the variance in organizational performance. (Inspirational motivation, intellectual stimulation, individual consideration, idealized influence) .The remaining 89.7% are affected by other variables like different incentives, work load, and the like- .Therefore there was weak relationship between all the independent and dependent variables($R = .326$, which is between (0.20 and 0.40) in the model ,which implied that the multiple regression between the set of independent variable and the dependent variable respectively characterized as weak below one has higher value, which is better (Gupta,1999).

4.3.2.4 Evaluations of the Independent Variables

Table 14: Beta coefficient of the independent variables

| Model | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. |
|--------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 1.896 | .206 | | 9.216 | .000 |

| | | | | | |
|--------------------------|------|------|------|-------|------|
| Inspirational motivation | .054 | .055 | .084 | .993 | .322 |
| Intellectual stimulation | .082 | .056 | .125 | 1.456 | .147 |
| Individual consideration | .011 | .057 | .016 | .187 | .852 |
| Idealized influence | .141 | .058 | .205 | 2.414 | .017 |

Dependent Variable: organizational commitment

Source: SPSS result based on primary data, 2015

$$Y = c + x_1 + x_2 + x_3 + x_4 + x_5$$

Y= organizational commitment

C= constant coefficient,

X1=inspirational motivation

X2= intellectual stimulation

X3=individual consideration

X4=idealized influence

$$\text{Organizational commitment} = .197 * .084 \text{ IM} + .225 * .125 \text{ IS} + .145 * .016 \text{ IC} + .272 * .205 \text{ II}$$

$$= 0.016548 + 0.028125 + 0.00232 + 0.05576$$

$$= 0.102753 (10.3\%)$$

H3: Inspiration motivation leadership is strongly and positively associated with organizational commitment

As shown from the table above the beta value for inspirational motivation is .084 this is indicated that the colleges used inspirational motivation with 1%, the organizational commitment of the colleges increases by 8.4%. And the effect is very significant. Meaning that inspirational motivation in the colleges has a positive relationship with organizational commitment of the colleges and its effect is significant. Therefore hypothesis 3 is accepted

H4: Intellectual stimulation leadership is strongly and positively associated with organizational commitment. As it is shown from the same table above the beta value for intellectual stimulation is .125. This is indicated that the colleges used intellectual stimulation with 1%, the organization commitment of the college increased by 12.5%. and the relationship it shows is positive. Therefore hypothesis 4 is accepted. That is positive and significant relationship between intellectual stimulation and organizational commitment. Thus the result is compared with the study conducted by Lee (2008).

H5: Individual consideration leadership is strongly and positively associated with organizational commitment.

As it is shown from the table 14, the beta value for individual consideration is .016, this indicated that as the colleges used individual consideration with 1% the organizational commitment of the college increased by 1.6% and the relationship shows positive but not significant. Therefore hypothesis 5 is not accepted.

H6: Idealized influence leadership is strongly and negatively associated with organizational commitment.

As depicted from table 14. The beta value for idealized influence is .205, More over the effect is very significant. , this indicated that as the colleges used individual consideration with 1% the organizational commitment of the college increased by 20.5% and the relationship shows positive and significant. Therefore the relationship is positive and significant finally hypothesis 6 : Idealized influence leadership dimension is strongly and negatively associated with organizational commitment is not accepted.

Chapter five

Conclusion and recommendation

5.1 Conclusions

The purpose of this research was to investigate transformational leadership and its impact on organizational commitment an attempt of addressing major problems.

The following leading points

- ❖ Organizational commitment in the TVET colleges in Eastern Gojjam administrative zone can be regarded as low.
- ❖ Inspirational motivation leadership is strongly and positively associated with organizational commitment.
- ❖ Intellectual stimulation leadership is strongly and positively associated with organizational commitment..
- ❖ Individual consideration leadership is positively but not strongly associations with organizational commitment.
- ❖ Idealized influence leadership is strongly and positively associated with organizational commitment.

Based on the basic research hypothesis raised initially, the following conclusions were drawn.

- Concerning inspirational motivation the leader were not believing that good things will happen, were not showing interest about what needs to be accomplished had not ability to explain the colleges vision and lack of confidence about the accomplishment of organizational goals.
- Leaders were not re-examine critical assumption for their appropriateness, had not seen things in different angles and not followed new and simple way to perform their task.
- They were not followed conversion of wrong ways of the subordinate by teaching and coaching, treatment of individuals has also its own short coming, considering individuals needs abilities and aspiration were not applied they had not helped others to develop their strength.

- Being influential in the stated college was in a lower degree of practice such as treats of trainers and others, concerning dignity of all human beings scarifying their needs by giving priority for common interest, build others by their practical application of all tasks, they display their power and confidence, talking about most important values and beliefs, specifies the importance of having a strong sense of purpose, considering the moral and ethical consequences of decision and emphasized the importance of having a collective sense of mission and the like. Such problems made employees less committed.
- They will not agree staying with their college even they desired and few options to consider leaving those colleges, they didn't feel "emotionally attached" to those colleges, they would not feel guilty if they left their college, the colleges would not deserves their loyalty and they assumed they have not a sense of obligation to the people, college and the government at large, the colleges has not personal meaning for the respondents and they didn't fear the disruption of their life and finally they have denied deal of the college. Generally when we measure leaders' performance by any of the transformational leadership dimension they are below the required level.

5.2 Recommendation

In light of the above conclusions, the researcher would like to give the following recommendations. The results of this study will help managers to develop strategies and to make decisions that how they can increase their employees' organizational commitment. The employees' are very sensitive with respect to the role of their leader and when the leader will provide the vision, motivate, communicate openly, recognize the individual contribution then ultimately the employees' level of organizational commitment will also increase, and

1. As the governments gave special attention to TVET colleges for the purpose of creation self employed citizen leaders should be qualified and competent when appointed for a given position.
2. The leaders should be on the basis of merit to create conducive working environment. In other words the college should established good leaders' employees' relationship; fulfill all required facilities of employees, motivate employees for the achievement of organizational vision.
3. The leaders should avoid discrimination because it reduce trust worthiness of the college and disturbed employees mind so, as to alleviated the problem and create a fair and equitable working atmosphere and stimulate employees for work.
4. The leader should facilitate training and advanced education opportunity and creates favorable condition to promote trained human resource because they required taking care of such resource for the purpose of effective utilization.
5. The administration of TVET colleges had better to supply training inputs on time and follow up the training as well as the assessment process strictly. Considering individuals needs and ability to strengthen organizational commitment

6. The leader should consider the moral and ethical consequences of decision ,scarify their interest for the good of the group, emphasizes the importance of having a collective sense of mission, and others
7. TVET bureau, as the most responsible body, should play a vital role in solving the existing trainers' dissatisfaction problem specially related with leadership and organizational commitment.
8. Eventually interested bodies are recommended to make deeper investigation on the topics related factors that affect organizational commitment.

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| No | Questions | SD | D | N | A | SA |
|----------------------------------|--|----|---|---|---|----|
| | Inspirational Motivation(IM) | | | | | |
| 1 | My leader talks optimistically (believing that good things will happen) about the future. | | | | | |
| 2 | My leader talks enthusiastically (showing a lot of interest and excitement) about what needs to be accomplished. | | | | | |
| 3 | My leader articulates a compelling vision of the future. | | | | | |
| 4 | My leader expresses confidence that goals will be achieved. | | | | | |
| | Intellectual Stimulation(IS) | | | | | |
| 5 | My leader re-examines critical assumptions for appropriateness. | | | | | |
| 6 | My leader seeks different perspectives when solving problems. | | | | | |
| 7 | My leader gets others look at problems from many different angles. | | | | | |
| 8 | My leader suggests new ways of looking at how to complete assignments. | | | | | |
| | Individual Consideration(IC) | | | | | |
| 9 | My leader spends some time for teaching and coaching. | | | | | |
| 10 | My leader treats others as an individual rather than just as a member of a group. | | | | | |
| 11 | My leader considers an individual as having different needs, abilities, and aspirations from others. | | | | | |
| 12 | My leader helps others to develop their strengths. | | | | | |
| | Idealized Influence(II) | | | | | |
| 13 | My leader instills (teaches) pride in others. | | | | | |
| 14 | My leader goes beyond self-interest for the good of the group. | | | | | |
| 15 | My leader acts in ways that builds others. | | | | | |
| 16 | My leader displays a sense of power and confidence. | | | | | |
| 17 | My leader talks about most important values and beliefs. | | | | | |
| 18 | My leader specifies the importance of having a strong sense of purpose. | | | | | |
| 19 | My leader considers the moral and ethical consequences of decisions. | | | | | |
| 20 | My leader emphasizes the importance of having a collective sense of mission. | | | | | |
| Organizational commitment | | | | | | |
| 21 | It would be very hard for me to leave my college right now, even if I wanted to | | | | | |
| 22 | I would be very happy to spend the rest of my career with this college | | | | | |

| | | | | | | |
|----|--|--|--|--|--|--|
| 23 | One of the few negative consequences of leaving this college would be the scarcity of available alternatives | | | | | |
| 24 | Even if it were to my advantage, I do not feel it would be right to leave my college now | | | | | |
| 25 | I really feel as if this college's problems are my own | | | | | |
| 26 | Right now, staying with my college is a matter of necessity as much as desire | | | | | |
| 27 | I feel that I have too few options to consider leaving this college | | | | | |
| 28 | I do not feel "emotionally attached" to this college | | | | | |
| 29 | I would feel guilty if I left my college now | | | | | |
| 30 | This college deserves my loyalty | | | | | |
| 31 | Would not leave my college right now because I have a sense of obligation to the people in it | | | | | |
| 32 | This college has a great deal of personal meaning for me | | | | | |
| 33 | Too much of my life would be disrupted if I decided I wanted to leave my college now | | | | | |
| 34 | I owe a great deal to my college | | | | | |

Source

Authors' John Meyer and Natalie Allen.

Thank you for your cooperation

University of Gondar
Faculty of business and economics
Department of management
Post Graduate program

Semi-structured interview to be answered by colleges' management body

Dear Sir:-

The purpose of this interview is to gather relevant data for the study entitled “ The effect of transformational leadership on employees turnover (the case of eastern gojjam zone T.V.E.T colleges). Since your genuine responses have significant role in making the study reliable and successful you are kindly requested to give appropriate answers for each question to the person who reads them to you.

1. What according to you are the types of employee turnover?
2. What are the various reasons for employee turnover?
3. What other factors do you think caused employee turnover? Please list them
4. What are the consequences' of employees' turnover?
5. What remedial action you recommend to be taking so as to reduce employee turnover?

Thank you

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